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Vol. VI. No. 12

March, 1913

The Playground

To Promote Normal Wholesome Play
and Public Recreation



Social Studio, Bristol Ferry, R. I.

A FAVORITE PLAYMATE AT A RURAL NEIGHBORHOOD CENTER

Twenty-five Cents a Copy

Two Dollars a Year

The Playground

Published Monthly by the

PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

1 Madison Avenue, New York City

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SOME OF THE WORK CARRIED ON BY RECREATION SECRETARIES

- Organization and executive management of outdoor playground system; selection and training of play leaders; selection, purchase, and installation of equipment; planning of buildings and alteration of buildings for recreation purposes.
- Responsibility for evening recreation centers.
- Responsibility for children's gardens.
- Responsibility for conducting athletic badge tests for both boys and girls throughout the city.
- Arrangements for the celebration of holidays.
- Arrangements for pageants.
- Co-operation in the promotion of Boy Scout activities.
- Co-operation in the promotion of Camp Fire Girls activities.
- Arrangements for summer camps.
- Provision for band concerts and other municipal music.
- Responsibility for encouraging wholesome home recreation, arranging that games be taught which can be played at home, providing places where parents and children take recreation together.
- Studying recreation conditions in different sections of the city to attempt to meet any special conditions found.
- Studying private recreation agencies to find recreation furnished, and number reached, to avoid duplication, and find possible ways of assisting by furnishing places for games and meetings.
- Supervision of commercial recreation.
- Promotion of play away from playgrounds.
- Arrangements for ice skating in winter, if necessary through flooding of vacant lots.
- Arranging coasting places, if necessary by having certain streets set aside and properly guarded.
- Placing recreation workers in actual contact with homes of the neighborhood.
- Promotion of school athletics, of school baseball, basket ball, volley ball leagues and of all recreation activities for school boys and girls outside of regular school hours.
- Arrangements for tramping trips.

STREET PLAY

Interpreting to the public through addresses, through public press, the recreation work which is going on in the city. Co-operation with other agencies such as the juvenile court, settlements, libraries, churches, and various social organizations.

STREET PLAY

CALEB D. HOWARD

General Supervisor of Playgrounds, Portsmouth, New Hampshire

Last summer in connection with the playground work I determined to try street play as an experiment. I selected a street in the foreign district where whole families seemed to spend the evenings on the door steps and in the street. It was a narrow street off the main thoroughfare and in the early evening was almost free from automobiles and teams.

Making Friends Clad in a gray flannel shirt with sleeves rolled to the elbows, a worn pair of trousers, tennis shoes and an old soft hat, I sauntered down the street. The children knew me as the playground supervisor and came out and spoke to me. I bowed to the parents, chatted with the children and finally asked a group of them if they would like to have some games and sports with me. They were delighted and began to call to their parents and jabber in two or three languages which I was not able to understand, but I could see from the gestures that the adults were pleased.

Successful Games I selected such of the fathers and elder brothers as could speak English for judges and time-keepers and started the small children, both boys and girls, on a fifteen yards dash; then the older ones on a fifteen yards jump. The one covering this distance in the fewest number of jumps was the winner. We also played *Duck on the Rock*, *Drop the Handkerchief* and *Three Deep*.

When I left, the parents thanked me and asked me to come again. One Italian said in broken English, "Gooda time! Gooda time! Come anuder tima!"

The next time that I went, they gave me a welcome cheer and children and parents from two adjacent streets began to join us even before the first game had been chosen.

STREET PLAY

Started Games Themselves

The third night as I turned the corner of the street, I found that they were already playing and that the crowd of spectators and participants was larger than on the previous nights. The fact that they had started their own games was very gratifying, as I always aim to lead the children towards the management of their own games.

Having started this street play rather late in the summer and being especially busy with my other work, I regret to say I did not go again. But my experiment had proved satisfactorily to me that the children enjoy such play and that it furnishes recreation and enjoyment for the parents as well. One very pleasing feature was that several men who usually spent the evenings in bar-rooms stayed by their homes to enjoy the fun and took great pride in being officials.

In street play I think the manner of approach is of the greatest importance. The people of this class would not welcome a man too much dressed up nor one who began by telling them of their needs which he had come to supply. I did not even announce that I would visit them. I simply walked through the street, dressed as I have described and after chatting with the neighbors on everyday topics asked them if they would like to have me help them start some games, as though the thought had just occurred to me.

I am convinced that street play has great possibilities of development and that it would bring about the following results: pride in cleanliness of person, yard and street, fewer family brawls, more remaining in the district, less cigarette smoking, fewer accidents, less frequenting of nickel shows, cheap dances, pool rooms and other places of bad influence.

Coasting on Streets

When possible in the winter, street play should take the form of coasting on streets set aside for the sport. This should be under supervision, for if not serious accidents will probably occur. Coasting is certainly one of our jolliest and most healthful sports and we should not fail properly to provide for it.

The New York Public Library has no copy of the *PLAYGROUND* for October, 1912 (Vol. 6, No. 7), and is especially desirous of securing one. The copies at our office are exhausted. Can any of the *PLAYGROUND* readers spare this number?

RURAL RECREATION THROUGH THE CHURCH *

REV. SILAS E. PERSONS, D.D.

Cazenovia, New York

Fun and the Church! Is not this a pair that is unevenly yoked together? What could be farther apart than a Calvinistic church and a good time? The New England Puritans who whipped the cider barrel for working on Sunday never saw it in this fashion. You say that religion was then a serious business. I admit it was serious, but too serious to be "business." Noble as was the church of our fathers, its mind and its conscience both of them pitched to a high key, it none the less failed to minister to the whole man, and no such church, clinging however reverently to the traditions of the past, is grappling with the real and living problems of today. It is a part of the holy mission of the church to provide wholesome recreation for its youth.

To give a background of reality to this address I am going to deal largely in concrete illustrations of what one church is really doing, rather than speculate philosophically on what the church *ought* to do, even though in doing so I run the risk of being personal.

Sunday in the Country

Ours is a church in a village of two thousand people in central New York. The church has been falsely accused of being aristocratic.

True, it is dignified with a hundred or more years of honorable and self-satisfying existence, and has some wealth. In many ways it might be an ideal saints' rest. Possibly it has been such, but four summers ago, after I had been there seventeen years, we decided that we had a mission to the open country. We now conduct preaching services on Sunday afternoons and evenings in three neighborhoods from two and a half to five miles from town, and have Sunday schools in four neighborhoods.

What did we find in these rural districts in the way of tition, and what use did we make of existing customs in regard to play?

The day of recreation was Sunday, as in the true sense of the word re-creation it should be. But there are recreations and recreations. The country folk do not as a rule work in the fields

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, June 6, 1912

RURAL RECREATION THROUGH THE CHURCH

on Sunday. They loiter, they idle the day, engaging in that friendly and not very sinful gossip which we call visiting. But leaning on a fence and talking for an hour with a neighbor about stock and crops, prices and help, comes far short of satisfying the yearnings of a country boy. Unclasp the yoke of toil and these sons of the farm seek recreation. They remember the Sabbath day is to play rather than to pray, and are quite willing to go with the multitude to keep holiday, especially when no one about them is keeping holyday.

Rural Barn Dance

The winter recreation is the dance and the card party. I have never preached against either of them, and I do not intend to. But I have used both of them for the glory of God. It was on this wise. At one of my school districts I was especially anxious to get the people together before the summer work opened and organize the Sunday school. It happened that there was to be a barn dance in the neighborhood at just that time. It was my opportunity and I took it. It was a big affair. Everybody was there, old and young, perhaps one hundred and fifty people. I got a committee, representative of every clique and interest, and we made out our slate. At about 1.30 o'clock the master of ceremonies, who, by the way, was our candidate for superintendent, a university fellow, a good Christian worker, and, of course, popular with the young people, or he would not have been at the head of affairs on this occasion, called the company to order. The fiddlers laid down their bows and I had the floor. There in the loft of the horse barn I put before them the outline of our summer's work. We chose officers, teachers, committees to provide flowers, organist, captain of baseball team, everything. The result? Next Sunday I had fifty-nine people crowding the little schoolhouse, where I might have had nineteen or twenty-nine. Because on Tuesday I had taken the people where I found them they found me when I preached on Sunday. That is, we have pursued the policy of using whatever form of recreation seemed to be indigenous to the soil and making it serve the higher interests of the community.

A Novel Card Party

I made a like use of a card party. One Saturday night last winter Mrs. Persons and I were invited to a birthday party five miles out in the country. It was zero weather, yet seventy people attended the gathering. Their only amusement for the evening was visiting and playing cards.

RURAL RECREATION THROUGH THE CHURCH

But this was not all. After the banquet the good mother of the house said to me, "I want this crowd to sing this hymn; it will do them good." See what a hymn she selected: "I'll go where you want me to go, dear Lord, I'll be what you want me to be." Then another hymn and a talk by the minister. But the singing of those hymns had taken such a hold upon the people and the tide of religious sentiment ran so high, that even a story seemed out of place. I hesitated to use two or three pleasantries that I had brought in my vest-pocket. After another hymn the religious interest was so intense that there was no fitting way but for me to close that card party with prayer and the benediction. This was not religion dragged into a social function. It was unplanned, spontaneous, natural, born of an inspiration, but it shows what use a church may make of a social function in the rural districts. I venture the judgment that that card party closing as it did, was worth more to the kingdom of God on earth, and in heaven, than the service held eleven hours later in the village church. These are the forms of recreation that we found indigenous to the soil, and this the use we made of them.

Rural Bible Class Playing Pool

Now, what contributions are we making to the recreational life of village and country? In the Sunday school this winter we had difficulty in getting a teacher who could hold a class of boys of fourteen years. Several tried it and failed. For what is so unaccountable as a boy, especially during the last years of his boyhood, just before he shoots up and broadens out into young manhood? But that class of youth saved, is the richest asset of your church. I gave up my class of twenty girls just to teach that class of seven boys. At the close of the first lesson I asked them whom they wanted for teacher. "You." "I will teach you on three conditions. The first is that you come to the manse and play pool with me Thursday night from 6.30 to 8.30. The second is that you bring your Bibles and have Bible study class till nine o'clock, and the third is that you cease waiting for one another at the chapel door, but come in and take your places in the class like men." No difficulty with that class! Now on Thursday evenings I did not teach those boys any new tricks. They all knew how to play pool, and all but one of them had learned at places where they had no business to go. Either we will take the lead as churches and Young Men's Christian Associations and furnish such recrea-

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tion as this generation elect as their amusement, or the saloons and gambling halls will do this work for us.

Redemptive Sportsmanship

I have never suspected that it is my appointed task as a minister to dictate to the present generation of young people as to the kind of harmless recreation they should enjoy. The fashion changeth, but play is play, and the place and company being proper, there is little choice in the kinds of recreation. Rolling wooden balls on the lawn and calling it croquet, and rolling ivory balls on a table and calling it billiards or pool, are both of themselves equally innocent amusements. And such sports have ethical value, are worth something in the building of character. I like to teach a boy to have the four indispensable virtues of good sportsmanship: nerve, skill, courtesy and fairness. That training ought to help him to play fair in the bigger games of life, in the market, in the arena of politics, in the parliaments of men, never flinching, never losing temper or unbridling tongue, never playing false to competitor, to state, to God. The discipline of high-toned, manly sport constitutes one of the educations of life. It is a means of grace and helps to save the soul from flabbiness, from meanness, from dishonesty. It is worth while to teach a boy to have the nerve to be a good loser, to take defeat manfully, and to win next time if he can. A part of the church's relation to recreation is a teaching that involves the cultivation of manly sportsmanship which is educational, character-building, redemptive.

Here is an example. Each of the five churches of our village this past winter formed a team for a tournament in bowling. The local paper offered a beautiful banner as a prize to the winning team. Excitement ran high. There was a tendency toward "rooting." In the heat of the battle the five men of our team met and agreed that whatever the result and whatever others might do, theirs was to be a courteous, manly play, giving every player a chance to do his best and then beating him if they could. The banner is in the room of our Baraca Class and it is worth a good deal more to those forty young men because it was won with honor. The church serves the young people when it develops in them the spirit of high-toned, courteous sportsmanship.

The Science of Forgetting

But there is another class of recreation of far higher order than any of these, for which the church in every country community should

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stand. Our word "recreation" is a larger word than the word "play." And there are other occupations besides physical exercise that re-create us. Whatever interests us intensely, absorbingly, has in it elements of recreation. One reason why games are so valuable as recreation is that they so engage our attention that for the moment we forget ourselves and all our carking cares. In the mystic river of Lethe in whose waters toil and hunger and pain are buried in oblivion, the mind takes a bath and comes up refreshed. For an hour we have practised the blessed science of forgetting, and behold we are new creatures. Now, this mental bath with its refreshing stimulations, may be taken in several streams aside from the river of play. Whatever engages us absorbingly, if not pursued too long at a time, re-creates us. I had a friend, a college professor, who coming home weary from his classes in history and political economy, used to take up his Homer as a mental rest, converse with the Greek heroes, noting the niceties and flexibilities of the Greek tongue, and the simplicity of the ancient Greek life, so different from the complexities of our civilization, helped to unharness his nerves, relax the tension of his mental muscles and give him refreshment and diversion.

Turning Drudgery into a Wrestling Match

In our church enterprises we have kept in mind this larger conception, and have not run altogether to play. One of our recreation schemes is the awakening of enthusiastic interest in farming itself. When the boy's mind is open to the beauties of nature, alert to her processes of growth, quick to study the farm scientifically, to experiment with Nature, and work out the problems on the farm as he would work out puzzles in a contest at a social gathering, his mind is renewed every morning and fresh every evening. His physical and mental resources are recreated in the very process of work itself. One day a friend of James Gordon Bennett stepped into the office of the *New York Herald* and found the editor, as he always found him, plunged knee deep in the enterprise of editing a great daily paper, that mechanical and intellectual marvel of the present day. He said to Mr. Bennett, "Bennett, how do you endure this everlasting drudgery?" "Drudgery? this is not drudgery. I am having a bully time, the time of my life, this is fun." When you convert work into play, make it a tussle with Nature, a wrestling match with God's out-of-door forces, in which by his intelligence, his ingenuity, the farmer's

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boy is going to win, there will be as little sense of drudgery in running a farm as in editing the *New York Herald*. The president of our local bank who has four farms which he is running scientifically, says that it takes more brains to run a farm than to run a bank. And though he is an intensely hard working man, he gets a lot of recreation out of his experiments in agriculture. In fact he is so infatuated with it, that his wife has purchased a farm, and is getting fun working at the same puzzle. One does not need to own a bank and run four farms in order to find a zest and new enthusiasm in thus working in great nature's laboratory.

Working along these lines, trying, together with preaching the gospel, to broaden the view and quicken the interest of farmers and at the same time drive dull care away, we have used the following means.

Church Banquets and Field Days

In the first place we had a banquet in the church and invited every man properly included in our larger parish. Ninety-nine came. It was a great occasion, handsome in its appointments, rich in its addresses, racy in its wit, joyous in its songs, happy in its friendships—too good not to be repeated. This was a good start toward something permanent. We followed it with men's meetings, not many of them, but a few, three or four a winter, and pledged ourselves never to have a poor meeting, never an ordinary one, always a big one, full of good things, brimming over with richness, and we have never failed. We always have two addresses, one on a religious, the other on a secular subject. With music and entertainment it was a full program, and the night was far spent when the boys had sung their last song. From seventy to two hundred people had enjoyed a feast of good things. They had had education and religion and laughter and fellowship and song and story. The whole nature had been fed.

The next step was toward an out-of-door field day, a kind of revival of the old Olympic games and festivities, the gathering of the village and countryside, irrespective of church affiliation, for a day of out-door sports, picnic, shooting match, baseball games, running matches and educational features. Three hundred people came to this exhibit. The rain kept two hundred away. Yet, despite the showers, we had a big day. Two Cornell men talked to us in the barn when it rained, and the boys had their contests between showers.

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This occurred last summer, and it leads to another thing, a country fair. This will be a duplicate of the field day, plus a competitive exhibit of produce. From this fair we shall exclude every sideshow, every moneymaking scheme, every vendor of knickknacks, as we did from the field day. There will be generous rivalry in sport and produce, a ploughing match, a feast, a lecture on agriculture and rewards for excellence. All this is under the church.

The result? It not only creates a congenial atmosphere in which the minister may do his work, it goes a long way toward breaking the monotony which used to curse the farm and drive its sons to the city. It creates enthusiasm for agricultural pursuits, interests men and women and children in the intellectual side of the work they are doing, gives neighbors a topic to talk about, and insures that for one day in mid-summer the whole countryside shall forget their cares, ignore their work, disdain even their duties as they unharness their youthful spirits and out in God's fields have a merry-making, a day of diversion and fellowship, of fun and laughter. You know the brightest boys and girls used to flee from the farm because their minds and souls were starving there. There was little in farm or neighborhood to ignite their enthusiasms, to give them zest or zeal,—little for the mind to study, little for the soul to love,—no variety, no fascinations, no scientific experimentation, few relaxations, almost no absorbing and joyous interests. It is the mission of the rural and village church to make life in the rural districts worth living, rich in mental and spiritual stimulations. These are the church's higher and larger duties toward recreation.

Winter No Longer Tedious

But the winter, the tedious winter on the farm! its nights so long and cold and dark, so different from the light and airy gaieties, the theatre goings, the concerts, the lectures, the dances of the city! What shall we do with them, how shall we at once banish their tediousness, fill them with joy or make them contribute to the mental and spiritual worth of boy and girl, of father and mother? Two things at least we are doing. One is to have entertainments in the village that will bring many people from the country to their attractions. At my home about a month ago we formed an entertainment committee of twenty-five prominent men, irrespective of church preferences. These men became responsible for a course

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of entertainments of high order, costing about \$500 for the winter. We will pay for these by selling season tickets. This, I take it, is a very ordinary enterprise for villages to undertake. But we are not to stop here. We have arranged to have a course of lectures, chiefly by college professors, on scientific and social and literary subjects—the lectures to be free to everybody and supported by free-will offerings and contributions. By these means we expect to make the winter in this isolated town intensely interesting, educationally and recreationally, to people of both village and country.

In a less ambitious way and more particularly for the rural district, I have formed a Bible Study and Recreation Club. It meets in winter time from house to house and is the social event of the season.

I cannot speak of our bird study, of the prizes we are offering at the fair for the best bird houses, nor of the boy scouts organized in our chapel a month ago. But I want to tell you of two educational features of church work, two kinds of preaching, that are recreational in their indirect results.

"No Pennies on the Farm"

The first is teaching the old doctrine that the laborer is worthy of his hire, and that this doctrine applies to wife and daughter and son as well as to the farmer himself. All work and no play may or may not make Jack a dull boy, but it makes him hate farming. And there is another thing that makes Jack hate farming. That is all work and no pay. Emerson's "iron labor" is good doctrine to preach, but to make iron labor congenial it must needs be accompanied by results to the worker. Leonardo da Vinci, eager, cheerful, enthusiastic, would go to his work at daybreak and never come down from the scaffold till darkness drove him hence, but the achievements were all gloriously his. Rubens, both famous and wealthy, filled the palaces of Europe with his brilliant colors, working like a horse, but he is the man who said, "Everything I touch turns to gold." Is there not a high and sustaining recreation in the sure hope that when you have wrought from sunlight to dark the summer through you will get some of the substantial results of your labor? Money not only makes the mare go, it oils the wheels of industry and makes its machinery hum with song and gladness.

A poor family from the South took up their residence for the winter across the street from the manse. It is currently reported that to keep warm the children slept in the cellar. Clothing was meagre,

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food coarse. But Fritz, a lively boy of five years, quite ingratiated himself into the favor of the neighbors by his imperturbable cheer and the willingness with which he ran errands. The upshot was that Fritz gathered to himself many a penny and now and then a nickel. He was not quite a capitalist, for he never used his wealth for the creation of more wealth, but he had the solid sense of being an owner of property. When spring time came, the family migrated into the open country and began the laudable business of agriculture. Fritz pulled off shoes and stockings and got near to mother earth. By and by he came to the village and made an informal call at the manse. Fritz had no self-consciousness and so no embarrassment. As he stood there on the threshold of the front door, unabashed, hatless, shoeless, tanned, unwashed, yet communicative and interesting, he showed himself to be a young philosopher and made this keen observation on country life. "They don't have no pennies out on the farm." Is not this one of the secrets of the sense of drudgery, of the lack of zeal and the want of contentment on the part of many of the farmers's sons and daughters? "They don't have no pennies out on the farm." The farm usually has many workers, but only one pocketbook. The children and their mother share the work, but seldom share also the proceeds. So we preach with all earnestness that they must have pennies on the farm, not only as a right to the farmer's wife and boy and girl, but also because the rewards of toil gladden the toiler, renew his energies, putting stamina into his nerves and a song on his lips. Working and getting no reward is like playing a game and losing every time. That disheartens, wilts, makes one morally indifferent. But the winner is ready for another tussle. Let the farmer's family win as well as work, and they will all be recreated and equipped for another day of strenuous battle.

Religion Is Recreational

I want to say to you also that preaching the Gospel, the glad tidings from God, and hearing it proclaimed, is itself a recreation. It, too, breaks the dead monotony of rural life. Just to wash up and put on your best clothes and meet your neighbors in friendly converse, to sing the hymns of the church and have your conscience stirred and your religious hopes awakened, and your spiritual vision lead on into the Infinite and the Eternal, and your sense of God and his goodness made real to you,—this too, creates again, and

FIELD DAY AND PLAY PICNIC

upbuilds, and gives joy, and helps in the struggle, and makes life richer and more worth living. Religion is recreational.

At the same time by all these means you are creating a love of the country, a contentment to live in it, an intelligent joy in its inimitable fascinations and divine wonders, all of which are akin to worship. When you have done all this and established conditions that recreate the whole man, his soul no less than his muscles, you have enriched life on the farm, made it independent of outside stimulations, and by building up and calling forth its own resources, you have made it capable of creating its own recreations.

SUGGESTIONS FOR THE ORGANIZATION OF A FIELD DAY AND PLAY PICNIC FOR COUNTRY CHILDREN

With tactful persistence, Dr. Myron T. Scudder, while principal of the New Paltz State Normal School in New York, succeeded in organizing a "Field Day and Play Picnic for Ulster County," which has shown the way to others who feel the need that he recognized. The Country School Athletic League of Ulster County was formed, the purpose of which was to "foster all forms of clean athletics among country children, to teach them and their teachers indoor and outdoor games, and to bring the schools together at least once a year in a field day and play picnic." Printed circulars announcing athletic badge standards were sent to each school, in order that teachers might be able to interest their pupils in efforts to attain these standards. An attractive celluloid button was designed to be awarded to each one who should succeed in coming up to the standard in chinning, jumping and running.

Following is an outline of the plan set forth by Dr. Scudder, in response to many requests for suggestions for organizing and carrying on this field day and play picnic in country districts:

ORGANIZE A CENTRAL COMMITTEE

Let some influential man or woman call together a few capable and dependable people of both sexes, representing the various sections of a county or district, who are known to be active in church work, Y. M. C. A., school, grange, women's clubs or other organization, the more informal the better. This

FIELD DAY AND PLAY PICNIC

might be called the "central committee" and provision might be made for a small executive committee with wide powers.

After deciding on a date for a country or district, or town play festival, the central committee may leave it to the executive committee to go ahead with arrangements, but should meet, of course, whenever summoned by the chairman.

Circulate as widely as possible among teachers, parents and others, Johnson's "Education by Plays and Games" and the other books, pamphlets and articles.* The importance of carrying on a campaign of education cannot be too strongly urged.

Send out a circular to teachers, parents, ministers and others. This should also appear in the newspapers of the county. We quote that sent to the people of Ulster County.

"DEAR SIR OR MADAM:—A committee representing the Country School Athletic League of Ulster County has fixed the date for its next Field Day and Play Picnic. This date is Saturday, June 13th. Should the weather prove unfavorable the meet will be postponed one week to June 20th. Notification of postponement is to be made by telephone.

"Since one of the objects of this League is to promote health and vigor of mind and body, and since it recognizes organized play as a vital factor in securing these ends, the Committee has planned to make plays and games one of the prominent features of the Field Day program.

"Every teacher is urged to have the children come prepared to play at least one game. Among competitive games, captain ball, prisoner's base, Robber Barons, and relay races are recommended. These games may be played by opposing teams of say eight members or more each. They are described in one or more of the books named in the list which accompanies this circular.

OTHER GOOD GAMES

"It is not desirable that all of the plays be of a competitive nature. There are many invigorating games in which the team element does not enter, and some of these are especially adapted to the younger children. Common examples are fishes-swim, hare-in-the-patch, cat-and-mouse, three-deep, last-pair-pass, duck-on-the-rock, statues or steps.

"The plays and games will be open to both boys and girls, and it is hoped that all will be encouraged to take an active part.

ATHLETIC EVENTS

"Of course in addition to plays and games there will be many stirring athletic events. Some of these are open only to girls as follows:

"Potato race, short distance relay races, baseball throwing.

"A unique feature of the program will be a series of interesting events open to adults not connected with schools, as follows:

* List of books may be obtained from Playground and Recreation Association of America, 1 Madison Avenue, New York City

FIELD DAY AND PLAY PICNIC

"Tug of war; 12-lb. shot put; obstacle race; sack race. Try to get up local teams or participants for these events and notify the central committee before June 1st, who may be expected.

"Boys who are properly qualified, *i. e.*, those who have earned their buttons in the athletic badge contest (see below) may enter field day events as provided in the following blank. Winners will be awarded pennants which are to be placed as trophies in their respective schools.

ENTRANCE BLANK

Annual Field Day and Play Picnic of the Country Schools of Ulster Co., N. Y.

School Pupil's name

Pupil's age last Sept. 1st... Yrs... Mos... Days... Pupil's present weight*...

Check in this column	80 lbs. Class (80 lbs. or less)	Check in this column	95 lbs. Class (not to exceed 95 lbs.)
	50 yard dash		60 yard dash
	Running broad jump		Running high jump
	360 yard relay race		440 yard relay race
	115 lbs. Class (not to ex- ceed 115 lbs.)		All over 115 lbs. Class
	70 yard dash		100 yard dash
	8 lbs. shot put		220 yard dash
	Running broad jump		12 lbs. shot put
	880 yards relay race		Running high jump
			880 yards relay race

I also certify that this pupil's average in both scholarship and deport-
ment is passing for the last quarter, or since Easter.

Date of filing this blank..... 191 Principal.

Check each event in which pupil wishes to enter. No pupil may enter
in any class if his weight is in excess of the weight given for that class.
ALL BLANKS MUST BE IN BY JUNE 1st.

AWARD OF BADGES

"The awarding of badges for those who have succeeded in the athletic badge competition will be an important feature of field day. Each community should have its athletic badge competition prior to field day. Choose the afternoon on which you wish to have this contest and on notifying the central committee a representative of this committee will be sent to the school or club at the appointed time and help the teacher take the records.

"Each pupil who attains the standards for any class mentioned on

* PUPIL SHOULD BE WEIGHED IN THE LIGHT CLOTHING IN WHICH HE IS TO COMPETE. BOYS MAY RUN BAREFOOT.

FIELD DAY AND PLAY PICNIC

the blank, *e. g.*, boys under 13, will receive a button on field day. Please note again that unless he is entitled to this button he cannot enter the field day championship events.

"We enclose a printed program which will give you some idea of the activities of the day. It will also be a guide for your preparation and the preparation of the children in whom you are interested for field day.

"Sincerely yours,"

(Signed)

Information in regard to badges and rules for badge contests may be secured from the Playground and Recreation Association of American, 1 Madison Avenue, New York City.

Money for this purpose may be raised by various devices that commend themselves to the people of the county. The Playground and Recreation Association of America especially recommends the practice of direct gifts rather than sales or other devices that dissipate the strength and interest of the adults and children.

For the day itself the most careful and detailed plans and preparation should be made. Committees with efficient chairmen should be appointed for such matters as the reception of visitors, seats, toilets, drinking water, day nursery, apparatus and games, printing, refereeing games, time keepers, etc. Quoting again from Dr. Scudder's suggestions:

- a. Provide for checking clothing, lunches and other packages.
- b. Plan what to do for the crowd in case a thunder storm comes up.
- c. Provide ample toilet accommodations for both sexes.
- d. Provide for plenty of drinking water. This will require especially careful planning. There should be an abundance of drinking cups.
- e. Provide seats. The best way to do this is to get thick boards from the lumber yard and extend them over boxes (berry crates are admirable for this purpose). Let these improvised benches inclose each play area thus making them serve the double purpose of accommodating people who wish to sit down and of keeping the crowds from surging upon the places where children are playing.
- f. Secure a few tents or booths. Let a large tent serve as

FIELD DAY AND PLAY PICNIC

a crèche or day nursery furnished with cots, kindergarten tables, and occupations for very little children. Let there be a generous sandpile outside. The other tents may be used for refreshments, for, although lunches are brought, there is a ready sale for sandwiches, frankfurters, ice cream, soft drinks. Let the "Concessionaires" who sell articles in these tents pay a small per cent on the receipts for the privilege, or better, let them have the privilege free of cost. School societies, or church societies may well be allowed to have tents or booths on the grounds that day and sell refreshments.

A tent may be fitted up for the display of games for school and home, showing inexpensive equipments, and by charts, photographs, and other exhibits showing how an interesting program may be organized for passing an evening without dancing or card playing, whether in home, day school or Sunday school, or place of public meeting.

A tent may also be designated for exhibiting charts, books, pictures, paraphernalia, showing the organization and workings of boys' clubs such as the K. O. K. A., men's clubs, women's clubs, in fact, any organization that would tend to promote health, intelligence, and happiness; for one purpose of this great day is to suggest, stimulate, and give immediate and practical aid in all possible directions to all people.

Some may want to set aside a tent for showing exhibits of home-made bread and cake, of home-made candy, of needle-work and of home-grown flowers or vegetables. Prizes might be awarded not for the best, but to all who have attained a certain standard of excellence in producing the article exhibited. Those who would like to investigate these matters further are invited to correspond with the author, who is ready to submit score cards and make other suggestions. Some children might wish to exhibit poultry of their own raising. If so, give them a chance to do it.

g. Prepare a kit of tools, hammers, nails, tacks, screws, screw eyes and hooks, saw, mallet, axe, twine, stout cord, odds and ends of ropes, in short anything and everything that you think may be needed by the exigencies of the day. A marking brush and ink may come handy for putting up notices. No telling what may happen or what needs may spring up. The

FIELD DAY AND PLAY PICNIC

managers should be prepared for everything. "*Semper Paratus*" is a good motto.

h. Engage two or three men and a horse and wagon for the day. They will be needed.

i. Have the lime and apparatus for marking out courts or indicating division lines in good order. Thus a barrel of dry lime with a Dry Tennis Marker, and a half barrel of liquid lime with a "wet marker" such as the Duplex Tennis Marker or the Columbia Tennis Marker, should be at hand. These markers may be obtained of A. G. Spalding & Brothers, New York City, or the Narragansett Machine Company, Providence, R. I., at an expense of about \$1.50, \$2.50 and \$3.50 respectively.

j. Arrange as rich and varied a program of plays and games as possible. Here are some of the apparatus games that may be provided, and, by the way, it is entirely feasible to transport this material from one place to another and institute a Field Day and Play Picnic in any community or section at short notice. It is by no means necessary to have finely appointed athletic grounds, or closely cropped lawns; any fairly level field from which the grass or hay has been cut, and which borders a fairly good country road will do.

The games are given in alphabetic order and not necessarily in the order of their importance. Most of these may be found indexed in the A. G. Spalding & Brothers Trade List or in the catalog of the Narragansett Machine Company.

Archery	Indoor baseball
Badminton	Lawn bowls
Baseball	Playground ball
Bean bags or oat bags	Quoits
Clock golf	Tennis
Croquet	Tether ball or tether tennis
Diabolo	Volley ball
Hockey, or shinny	

If a stream of water, pond or lake is near, provision may be made for rowing, swimming, wading, sailing toy boats, and fishing.

Apparatus such as giant strides, swings, see-saws, teeter ladders, horizontal bars, climbing ropes or poles, self-propelled merry-go-rounds, and circle bars may be provided without very great expense. Also, a piece of apparatus known as the play-

FIELD DAY AND PLAY PICNIC

ground slide which is sure to be exceedingly popular and in continual use. It should be emphasized here that all games and all apparatus prepared for a play picnic should be of a kind which requires *active effort* on the part of the children. A merry-go-round, for instance, propelled by machinery, would be entirely out of place. The purpose of the day is to have active play and participation in stirring occupations, not mere amusement. Guard against anything which tends to make a Coney Island of the day.

k. Let the field events be planned and carried out by those who have had experience and are expert in this kind of work. Call on the county secretaries of the Y. M. C. A. for help in this particular.

l. The singing of patriotic songs is appropriate, as are the flag drills and flag salutes.

Perhaps some will wish to have the raising and lowering of the flag attended by some simple ceremony for the purpose of inculcating respect and reverence for the national emblem. This beautiful practice has already been adopted in many schools and was doubtless suggested by the custom of our soldiers and sailors. Thus, at army posts and on warships soldiers and marines present arms when the flag is being raised or lowered; officers not on duty, and civilians, uncover their heads while the band plays "America" at the raising and "The Star Spangled Banner" at the lowering of the flag. The flag is not allowed to touch the ground or floor but is respectfully received into some one's arms.

m. Let everything be done in the most informal and unprofessional way. Avoid hiring brass bands, or introducing claptrap devices for amusements. Let the occasion be simply a gathering of the clans for a joyous day of play in the open air.

n. For each game have two or more leaders who shall superintend it, care for the apparatus, teach beginners, act as referee. It is absolutely essential that a large squad of helpers be trained for the work of the day. Herein lies the success of a day like this. There should be one or more general supervisors, too, to whom the children may go and inquire, "What can I do next?" and receive a prompt reply.

It may not be well to have the annual field day of a county held always in the same place. Let it move to different parts of

FIELD DAY AND PLAY PICNIC

the county wherever there is prospect of its being well taken care of by those of the immediate vicinity.

The purposes of the day are shown in the following program:

SECOND ANNUAL FIELD DAY AND PLAY PICNIC OF THE COUNTRY SCHOOLS OF ULSTER COUNTY, NEW YORK, ON THE STATE NORMAL SCHOOL GROUNDS, NEW PALTZ, NEW YORK, JUNE 8, 1907

All games and events, except the Field Day Championship Events, are open to every child, city children excepted. No registration or previous notice is needed. Each child should feel that this field day is instituted for his or her special benefit. All should take part in as many games and other open events as they can without injuring themselves.

The Country School Athletic League emphasizes the value of play. It holds that properly supervised play is one of the important concerns of every household, of every school, and of every community. Play makes for health and contentment; it aids in the development of a wholesome social spirit, and of a more kindly community life; it stirs the mind to keen activity and trains the individual to take the initiative, to act promptly and energetically and to co-operate for the good of all. To bring many of our country communities into pleasant social contact and to give our people, young and old, opportunity to participate in time honored sports and amusements, to learn new and inspiring games and to become acquainted with good, practicable methods of physical training, is the purpose of our field day.

THE ASSEMBLY (10.30 A. M.)

Flag raising, with marching, flag salute, and patriotic songs.

"My Country, 'Tis of Thee."

Flag Salute: "We give our Heads and Our Hearts to God and our Country; one Language; one Flag."

"Red, White and Blue."

May Pole Dances by different schools.

GROUP I (11 A. M.)

1. North campus—

- (a) Kindergarten children: 1. Honey pot, and other games.
2. Folk dances.

All little children are invited to take part in these games.

Assistants will be at hand to teach the beginners.

- (b) 12 pound shot-put. All over 115 pound class.

2. Tennis court—

Captain ball. (Easily learned, watch it.)

3. South campus—

- (a) Running high jump. Adults.
- (b) Running broad jump. 115 pound class.



PARADE OF THE NATIONS, OLYMPIC GAMES, HELD THURSDAY, AUGUST 15, 1912, AT THE SUSSEX AVENUE SCHOOL PLAYGROUND, NEWARK, N. J.



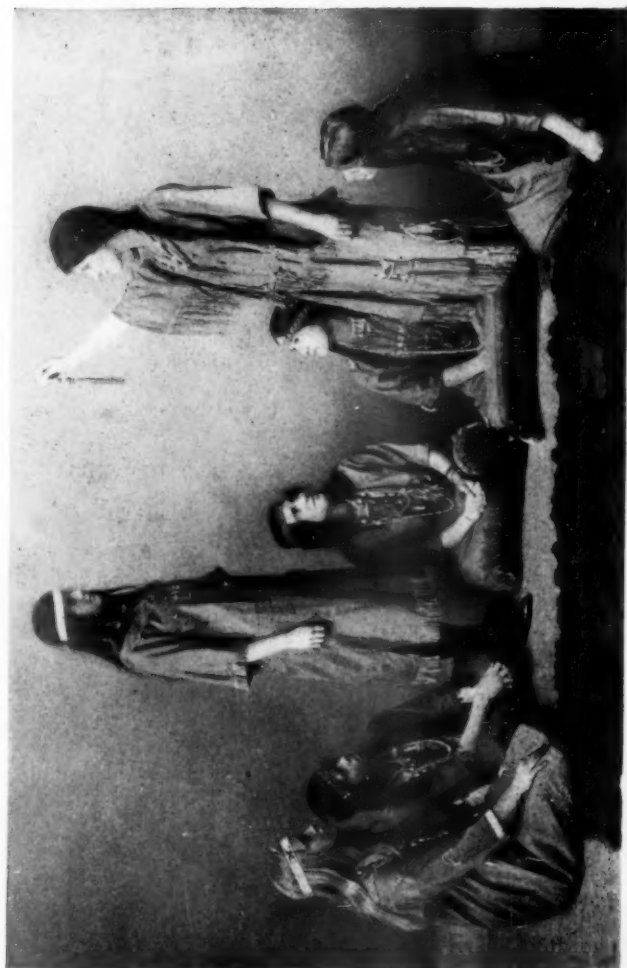
Camp Fire Girls of America

IT IS ALWAYS A HAPPY GOOD MORNING AFTER A NIGHT SLEEPING OUT



Camp Fire Girls of America

SERVING A PICNIC LUNCHEON



Camp Fire Girls of America

AWARDING AN HONOR



AMENIA FIELD DAY—A RURAL COMMUNITY AT PLAY



AMENIA FIELD DAY—A RURAL COMMUNITY AT PLAY



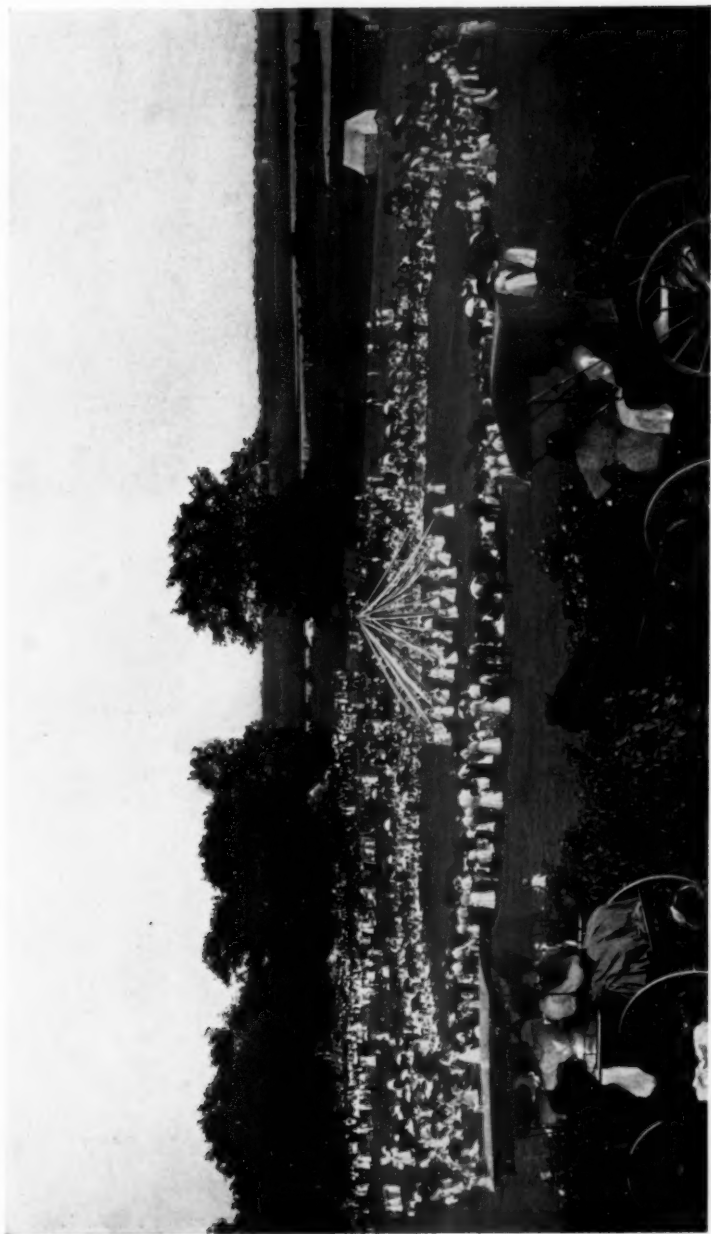
Social Studio, Bristol Ferry, R. I.

A RURAL RECREATION CENTER



Social Studio, Bristol Ferry, R. I.

THE FIRE PLACE



State Superintendent of Schools, Wisconsin
MAYPOLE DANCE AT THE CELEBRATION OF INDEPENDENCE DAY,
MADISON, WISCONSIN



Myron T. Scudder

CLASS IN CAMP COOKERY, NEW PALTZ, N. Y.



Myron T. Scudder

A RELAY RACE, WITH A BASKET GOAL ON A TREE

FIELD DAY AND PLAY PICNIC

4. Upper road—
 - (a) 50 yards dash. 80 pound class. Trials.
 - (b) 60 yards dash. 95 pound class. Trials.

GROUP II (11.30.)

1. North campus—
 - (a) Primary children: 1. Singing games—"Open wide the garden gate," "The Cuckoo."
 - (b) 12 pound shot-put. Adults.
2. Tennis court—Potato race, for girls only.
 - (a) Girls under 10.
 - (b) Girls over 10. (Schools may challenge one another.)
3. South campus—
 - (a) Running broad jump. 80 pound class.
 - (b) Running high jump. 95 pound class.
4. Upper road—
 - (a) 70 yards dash. 115 pound class. Trials.
 - (b) 100 yards dash. All over 115 pound class. Trials.
5. Lower road—Potato spearing race on horseback. Open to all riders.

INTERMISSION

LUNCH. Opportunity for rowing on the river.

At 1 P. M., Military Drill—Knights of King Arthur.

At 1.15 P. M., Demonstration of singing games and folk dances by Normal seniors.

GROUP III (1.30 P. M.)

1. North campus—
 - (a) Prisoner's base. Match game between Butterville and Ohio-ville schools. Other schools may challenge one another. Two halves of ten minutes each will be played.
2. Tennis court—
 - (a) Primary children. (1) Here we come gathering boughs of May. (2) Three deep. (3) Miscellaneous games by the younger children of visiting schools.
3. South campus—
 - (a) Baseball throwing (girls).
4. Lower road—
 - (a) Tug of war (adults).
5. Upper road—
 - (a) 50 yards dash. 80 pound class. Finals.
 - (b) 60 yards dash. 95 pound class. Finals.
 - (c) 220 yards dash. All over 115 pound class.

GROUP IV (2 P. M.)

1. North campus—
 - (a) Games for little children: 1. London Bridge. 2. The jolly miller. 3. Fishes swim.

FIELD DAY AND PLAY PICNIC

2. Tennis court—Flag relay races for girls of the 7th and 8th grades of all schools.
3. South campus—Running broad jump. Adults.
4. Upper road—
 - (a) 70 yards dash. 115 pound class. Finals.
 - (b) 100 yards dash. All over 115 pound class. Finals.

GROUP V (2.30 P. M.)

1. North campus—
 - (a) Prisoner's base. Match game between Highland and New Paltz girls. Two halves of ten minutes each.
 - (b) 8 pound shot-put. 115 pound class.
2. Tennis court—
 - (a) Basketball relay races. 5th and 6th grade girls.
 - (b) Relay races by teams from visiting schools.
3. South campus—Running high jump. All over 115 pound class
4. Upper road—100 yards dash. Adults.

GROUP VI (3 P. M.)

1. North campus—Miscellaneous games open to all: volley ball, tether ball, badminton, playground ball, quoits, ring toss, archery.
2. Lower road—
 - (a) 360 yards relay race, 4 boys on a team, 80 pound class.
 - (b) 440 yards relay race, 4 boys on a team, 95 pound class.
 - (c) 880 yards relay race, 4 boys on a team, 115 pound class.
 - (d) 880 yards relay race, 4 boys on a team, all over 115 pound class.

GROUP VII (3.45 P. M.)

1. Lower road—
 - (a) Bicycle race. Boys.
 - (b) Bicycle race. Girls.
2. Tennis court—Obstacle race.

The program will be interspersed by folk dances, given by groups of boys and girls in costume, wandering as bands of merry-makers about the grounds. If time permits impromptu games of baseball will be arranged. Athletic badges and banners will be awarded after the obstacle race. Winners will assemble at the tennis court for this purpose.

A CONFERENCE OF RURAL COMMUNITY LEADERS

FROM THE VIEWPOINT OF A RECREATION WORKER

MRS. C. WILBUR CARY

Assistant, Playground and Recreation Association of America
New York City

The Third Annual Conference of Rural Community Leaders at the Massachusetts State Agricultural College at Amherst, June 28th to July 3d, brought together an earnest group, small in numbers but large in open-mindedness to receive and willingness to contribute enlightenment and inspiration for their own peculiar needs.

**Vision,
Co-operation**

Vision, co-operation, were the characteristic words of the conference. It mattered not what section was being represented, whether that of the clergyman, of the librarian, of civic betterment, of town administration, of play and recreation, or some other, nearly every speaker emphasized the need of vision, of getting a far-reaching grasp of the ideal toward which to work,—that it is not enough to recognize the immediate need, the vision must reach even to the demands of succeeding generations and discover the program which shall most adequately provide both for the present and the future. And, again, each section recognized that the fundamental cause of its own peculiar problem is the individualism which rural life has tended to produce, and that its aim must be to bring about the right kind of co-operation. The country church, whose aim has been to fit us for a higher life where we may all dwell together in unity, must strive to secure some of that unity now. Instead of aiming to build up an institution as such, it must subordinate its own individual interests to those of the community as a whole. The school must still aim to benefit the individual child but as a complementary ideal it must strive to be a co-operating force in the community. The library must work in the light of community need, and strive consciously and directly to be a welding power. In fact, "community-mindedness" needs to be developed all along the line.

**More than
Prosperity Necessary**

The source of strength which the country community has always been to the nation, and the importance of conserving a stal-

A CONFERENCE OF RURAL COMMUNITY LEADERS

wart and healthy rural population, in order that the nation may be preserved in its integrity, was brought out most strongly. That the alarming tendency toward the depletion of farming communities and the degeneracy of their population may be stayed and a healthy and prosperous condition brought about, more than economic prosperity was shown to be necessary, although this is fundamental. Unless a real love for rural life can in some way be developed, mere prosperity will not keep men and women on the farm. Like the successful corn growers in Iowa,—of whom one leader spoke,—they will be “such successful farmers they will move to the city.” If men and women become tillers of the soil just for the money they can get out of it, they will, as soon as they have made their little fortune, go where they can spend it with greater comfort and enjoyment. What more than anything else has depleted the farm of its old-time stalwart race has been its isolation, the monotony, dreariness, drabness of its life. And here we come to see how the problem of play and recreation is most vital, and why much consideration was given to it at this conference of Rural Community Leaders.

The old Puritan idea that play was sinful, together with a conception that anything to do with recreation is expensive, explains to a large extent the slowness with which the modern gospel of play has found a place in the country. But it is needed in the country even more than in the city, both in order to make life there more attractive and to give the training for co-operation which was shown to be of such vital importance. By playing together, especially in team play, country youths will learn how to work together bye and bye. Miss Jessie Field, for several years County Superintendent of Schools in Page County, Iowa, and now Secretary of the Young Women's Christian Association for small town and rural work, told how one family living 'way back on an isolated farm and having no interest in the school or the community, in fact no interest whatever outside the drudgery of the farm, was gradually won over to active participation in both and to a new standard of living through the efforts of a wise and tactful rural school teacher who got the older girl interested in spite of herself in the county sewing contest. The girl's mother had never been able to get her to sew a stitch but she caught the enthusiasm, was aroused to put

A CONFERENCE OF RURAL COMMUNITY LEADERS

forth her best effort, and actually won the blue ribbon. Then shiftless older brother, awkward and shy younger brothers and sisters, worn and hopeless mother with sickly baby in her arms, and finally, rough and skeptical father were drawn irresistibly to the exhibit and to a proud part in it,—which was a turning point in their lives—for were they not brothers and sisters, and mother and father of the girl who had won the blue ribbon?

Not Equipment but Leadership

It was brought out that one of the fundamental principles for those interested in providing recreation for the country to understand, is that what is essential is not equipment, but efficient leadership and organization; find an interest which will bring the young people together, organize team play, have a leader to direct it wisely and keep the thing moving, and equipment will largely take care of itself. Athletics should occupy a large place in the recreation program, not the form that will tend to the development of a few stars, but that which will provide opportunity for all to take part and will train in group loyalty.

Pageantry

Pageantry was shown to be a form of recreation especially well adapted to the country, in which old and young alike can participate, and which, in pointing out a common interest, often historical, in which all have a share, will develop a community spirit as almost nothing else can. Seeing from the fine stereopticon views what has already been accomplished by rural communities in this way, made all the more real by the presence at the conference of the wide-awake "country parson" from Thetford, who was ready to testify to what the pageant there has meant to his community, those present caught a vision of the possibilities which lie ahead in this most beautiful form of play.

Folk Dancing

One of the most suggestive parts of the conference was the time set apart each afternoon for demonstration of folk dances and games. On the first afternoon Mrs. Storrow invited as many of the delegates as were willing, to try some dances on the green, while the others looked on and saw how they were taught. Music was furnished partly by a Victrola and partly by a piano which had been brought out under the trees. While not a large number took part, and it was in no sense a finished performance,

THE RURAL TRAVELLING LIBRARY

—for some who entered into it had never danced before,—yet for this reason it was all the more significant. Leaders caught glimpses of the possibilities here for wholesome recreation, and more than one was heard to say, "That is what we want in our community." Further demonstrations of folk dances and games suitable for the country were given on other days by Miss Post of Wellesley.

We may perhaps sum up the spirit of the conference in the words of President Butterfield, who in the course of his series of most carefully thought out and inspiring addresses on a community program, said that as a fundamental part of that program, "There must be built up such a love of country life as such that there will per force be developed and maintained in the rural community the things necessary for comfort and enjoyment. This must grow out of the essential poetry of farm life—the romantic phase of the work must get into our blood."

THE RURAL TRAVELLING LIBRARY*

GEORGE B. UTLEY

Secretary of the American Library Association, Chicago, Illinois

To Make Better Citizens

It is well for national associations to get on a closer co-operative footing than they have been heretofore. This spring a committee was appointed by the American Library Association to co-operate with some other national associations, and the Playground and Recreation Association was one of them. The questions that libraries have to answer are similar to yours. We have one feature of the work, and you have another, but both are trying to help people to make better citizens. The library is trying to help people in three different ways,—to instruct, to inspire, to refresh. In the old times the only function of a book was to instruct, and then they came a little closer to the understanding of a book and began to realize that its duty was also to inspire,—the literature of power as well as the literature of knowledge. Now we are beginning to see

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 7, 1912

AVAILABLE RECREATION WORKERS

that it is a legitimate use of public funds to refresh people as well as to instruct and to inspire.

Travelling Libraries The rural travelling libraries are conducted through what is known as the State library commissions, bodies which have been authorized and created and organized by acts of legislature. They use State funds and are a part of the State machinery. The work began in Massachusetts in 1890. Following the move of Massachusetts to carry library work into smaller communities came New Hampshire, then New York with a fine system, then Wisconsin with one of the best commissions we have, and then Ohio, until now we have thirty-one States with these State library commissions doing work with funds appropriated by the legislature. One of the principal functions of the State library commission is to establish these rural travelling libraries. There is an effort on the part of all good, serious-minded people to combat the tendency of people to live in the cities, and to make people contented with the country. The advantages which country people have now make it more worth while living there. There is the rural free delivery, the better roads which have been the result of automobiles, telephones, and now comes the travelling library. At present about forty-five per cent are reached by these libraries. Every State has a library worker to go out into the country among the people, to learn the needs of people of all conditions, and to study how to meet them. Sometimes people are anxious for libraries, in other cases they have to be persuaded to take them.

AVAILABLE RECREATION WORKERS

The following list contains the names of persons who have indicated to the Playground and Recreation Association of America that they desire to engage in recreation work. A brief statement is given in each case in regard to training and experience, and the names of people who are acquainted with them and their work.

* Indicates that the applicant desires a position as supervisor.

† Indicates that the applicant desires a position for the entire year.

‡ Indicates that the applicant will consider a position either for the summer or the entire year.

‡ Appleby, Esther, 245 West Kennedy Street, Syracuse, New York.

Training: Graduate high school, Emerson College of Oratory. Public School Music Course, New England Conservatory of Music. Folk dancing.

Experience: Director Department Expression and Physical Culture, McComb public schools. Settlement work.

References: H. P. Hughes, McComb, Miss.
Howard Bourne, Jamaica Plains, Mass.

AVAILABLE RECREATION WORKERS

*** Banker, Carolyn E., 419 W. 119th St., New York City.**

Training: Graduate high school and Kindergarten Training School. Physical Education, Columbia University, one year.
Experience: Teacher, six years. Playground director, six summers.
References: Dr. A. B. Brubacher, Schenectady, N. Y.
Miss M. E. Whitaker, Troy, N. Y.

Burch, Esther W., Coronal, San Marcos, Texas.

Training: Graduate Stanford College, student five Normal schools, Emerson College of Oratory.
Experience: Teacher Expression and Physical Training, ten years.
References: Rev. Sterling Fisher, Coronal, San Marcos, Texas.
Miss Cornelia Brownlee, Kenilworth Hall, Austin, Texas.

*** Bushnell, Charles J., 572 Oneida Street, Appleton, Wisconsin.**

Training: Graduate University of Chicago, Ph.D., 1901.
Experience: Organized charity and settlement work. Professor Social Science, eleven years. Playground supervisor, five years.
References: Albion W. Small, University of Chicago, Chicago, Ill.
George A. Bellamy, Hiram House, Cleveland, Ohio.

† Clark, Florence E., 30 Pattison St., Worcester, Massachusetts.

Training: Graduate high school. The Sargent School of Physical Education, three years.
Experience: Children's classes, Y. W. C. A., one year. Playground director, two summers.
References: Francis Hyde, City Hall, Worcester, Mass.
Frances Bent, Y. W. C. A., Lowell, Mass.

Cooper, Florence E. L., 272 Etna St., Brooklyn, New York.

Training: Graduate high school. Student New York Normal School of Physical Education.
Experience: Teacher gymnastics, public baths. Teacher folk dancing.
References: Miss G. Jacob, Jamaica, Long Island.
Miss M. F. Carter, 308 West 59th St., New York City.

*** Croohe, Maxwell A., 184 Georgia Avenue, Brooklyn, New York.**

Training: Graduate high school and New York University. Playground Course, New York Normal School of Physical Training.
Experience: Teacher Physical Training, New York City high schools.
References: Montague Gammon, Richmond Hill, Long Island.
Henry H. Wikel, Brooklyn, N. Y.

***† Erenstone, Lesser, State School for Blind, Batavia, New York.**

Training: Business course. Summer courses. Physical Education. Playground course.
Experience: Physical director public schools and playgrounds, three years. Playground director, one summer.
References: E. J. Ward, University of Wisconsin, Madison, Wis.
F. B. Messing, Y. M. C. A., Rochester, N. Y.

Everett, Annie, Chatham, New Jersey.

Training: Graduate Georgia State Normal School.
Experience: Teacher public schools, six years. Director games.
References: Charles Philhower, Chatham, N. J.
M. L. Brittain, Atlanta, Ga.

† Gatchell, Mrs. Lucy A., Windsor, Connecticut.

Training: Graduate seminary. Special courses music and drawing. Recreation course New York University Summer School.
Experience: Supervisor music and drawing, eleven years. Folk dancing, dramatics, industrial work.
References: Alvan R. Lewis, Belchertown, Mass.
S. H. Willard, Colchester, Conn.

† Griffin, L. Genevieve, 122 18th Street, Toledo, Ohio.

Training: Graduate high school and Posse Normal School.
Experience: Student work in directing physical training, games, folk dancing and story telling.
References: Baroness Rose Posse, Posse Normal School, Boston, Mass.
Dr. Elizabeth Gray, Posse Normal School, Boston, Mass.

AVAILABLE RECREATION WORKERS

Hall, Bertha A., Yorkville, New York.

Training: Graduate Academy and Teachers' Training School. Courses folk dancing and games.
Experience: Kindergarten Italian settlement districts, five years. Orphan Home, three years. Playground assistant, one summer.
References: Wilber B. Sprague, Utica, N. Y.
Rev. Godfrey Chobot, Albion, N. Y.

*** Harrison, Charles B., Oberlin, Ohio.**

Training: Graduate Y. M. C. A. Training School, Chicago. Now junior, Oberlin.
Experience: Physical Director, three years. One year settlement and playground work, Chicago. Assistant at Oberlin.
References: Ralph R. Wolf, Fargo, N. D.
Dr. H. F. Kallenberg, Association Building, Chicago, Ill.

Heller, Henry B., 704 East 6th Street, New York City.

Training: High School Commerce. Swimming and athletics.
Experience: Camp work, one summer. Swimming instructor, one summer.
References: A. W. Hendrian, High School Commerce, New York City.
Mr. Schoning, 92nd St. and Lexington Ave., New York City.

‡ Hiller, Miss Ada, 403 Church Street, Honesdale, Pennsylvania.

Training: Graduate high school and Normal School of Physical Education.
Experience: Teacher, two years. Assistant matron, Home for Girls.
References: William Chynoweth, Dayton, Ohio.
Dr. Mabel Otis, Battle Creek, Mich.

***† Honhart, F. L., University of Louisville, Medical Dept., Louisville, Ky.**

Training: Graduate high school and Y. M. C. A. College. Pennsylvania State College, one year.
Experience: Director athletics, four years. Playground supervisor, two summers. Camp and club work, four summers.
References: Dr. J. H. McCurdy, Springfield, Mass.
Maurice Ross, Director Playground, Westbrook, Me.

***† Kranz, Sidney, 73 Ridge Street, New York City.**

Training: Graduate high school. New York City College, two and a half years. Now senior Physical Education Department, Teachers' College.
Experience: Settlement work, two years. Teacher Newark Playgrounds, one year; director, one year. Assistant Columbia University gymnasium, 1912-13. New York City Recreation Centers, 1912-13.
References: Dr. T. D. Wood, Teachers' College.
Wallace A. Manheimer, 609 West 136th St., New York City.

Leonard, Frank E., Connecticut Literary Institute, Suffield, Conn.

Training: Graduate high school and Colgate University.
Experience: Teacher mathematics and director athletics, two years.
References: Hobart G. Truesdell, Suffield, Conn.
Dr. Ellery Huntington, Colgate University, Hamilton, N. Y.

***‡ Lewis, Chauncey B., 612 St. Clair Avenue, Cleveland, Ohio.**

Training: Graduate high school. Bachelor Physical Education, Springfield College. College and Medical School, Western Reserve University, four years.
Experience: Director playground, three summers. Boys' camp, one summer. Physical director, three years.
References: J. H. McCurdy, Springfield College, Springfield, Mass.
E. G. Peterson, Board of Education, Cleveland, Ohio.

McCurdy, John R., Suffield, Connecticut.

Training: Graduate Clark College. Gymnasium classes Y. M. C. A. College.
Experience: Teacher history and gymnastics, one year. Director boys' playground, one season.
References: H. G. Truesdell, Suffield, Conn.
Maude E. Gay, 45 Irving St., Montclair, N. J.

*** Overton, John A., Craigville, New York.**

Training: Graduate Teachers' College. Two years College Physicians and Surgeons.
Experience: Physical director Y. M. C. A., six years. Church work, one year.
References: M. L. Beebe, Montclair, N. J.
Rev. H. C. Weber, 209 Concord St., Brooklyn, N. Y.

AVAILABLE RECREATION WORKERS

*† Pasini, H. F., Cedar Falls, Iowa.

Training: Graduate high school and International Y. M. C. A. College. Medicine, three years.

Experience: Playground director, Cleveland, Ohio, two summers; supervisor, Meadville, Pa., three summers. Teacher of playground administration and hygiene. Boys' club work, Springfield, Mass. Organizer of Sunday School Athletic League at Cedar Falls. Now assistant physical director and athletic coach at Iowa State Teachers' College.

References: H. H. Seerley, Cedar Falls, Iowa.
Dr. McCurdy, Springfield, Mass.
Dr. W. A. Elliott, Meadville, Pa.

† Philips, Margaret Alexander, 108 Broadway, Nyack, New York.

Training: Graduate Froebel Normal Institute and New York Kindergarten Association.

Experience: Teacher primary work, three years.

References: Hon. A. S. Tompkins, Nyack, N. Y.
Rev. R. J. Holmes, Nyack, N. Y.

Pressentin, Olga C., 425 N. Patterson St., Madison, Wisconsin.

Training: Graduate high school, University of Wisconsin. Wisconsin Summer Session, two years.

Experience: Organized four groups Camp Fires. Taught children games.

References: George W. Ehler, Madison, Wis.
Dr. Meanwell, Madison, Wis.

* Purcell, Raymond Forrest, 551 West 161st St., New York City.

Training: Graduate Illinois University.

Experience: Physical director St. Bernard's School, three years. Instructor physical work, City College, one year. Settlement work.

References: Dr. Thomas A. Storey, City College, New York City.
Rev. Thomas A. Conover, Bernardsville, N. J.

Sabsovich, Julia, 799 Jennings Street, New York City.

Training: Preparatory schools, three years. Special courses, New York Normal School of Physical Training and Temple College.

Experience: Physical director and teacher, folk and æsthetic dancing.

References: Mr. I. S. Aranson, 307 Henry St., New York City.
Dr. L. B. Bernstein, Hebrew Sheltering Home, Pleasantville, N. Y.

‡ Schelly, Hannah I., 1120 Walnut St., Allentown, Pennsylvania.

Training: Graduate Allentown College Course; Posse Normal School.

Experience: Mission work with girls.

References: Baroness Rose Posse, Posse Normal School, Boston, Mass.
Judge Frank E. Trexler, Allentown, Pa.

* Scholkow, Samuel P., 358 Thatford Avenue, Brooklyn, New York.

Training: Graduate high school and Normal School of Physical Education, including recreation courses.

Experience: Evening Recreation Center, one season. Assistant playground director, two summers. Physical director, settlement, two seasons. Physical director, high school, one year.

References: Miss M. F. Carter, 308 West 59th St., New York City.
Dr. H. B. Savage, 308 West 59th St., New York City.

‡ Thorne, Ella M., Nyack, New York.

Training: High school, three years. Kindergarten Training School, two years.

Experience: Mission class work, three winters. Mission kindergarten, one summer.

References: Constance Sanders, 344 West 36th St., New York City.
Mrs. J. S. Augur, 39 West 126th St., New York City.

*† Wyle, Armand, 40 Morningside Avenue, New York City.

Training: High school and Pratt Institute.

Experience: Superintendent orphanage, three years. Head-worker settlement, two years. Organizer Boys' Republic and other group activities.

References: David M. Bressler, 174 Second Ave., New York City.
Dr. L. B. Bernstein, Pleasantville, N. Y.

BOOK REVIEWS

THE CHILDREN'S EDUCATIONAL THEATRE

By ALICE MINNIE HERTS. Published by Harper and Brothers. 1911

So much discussion has been aroused, both for and against the project of a children's theatre, that Miss Herts's book setting forth her firm faith in the educational and social values of the only successful theatre of this kind, founded and conducted by her for more than six years, will be most welcome reading. The book seems especially timely just now when a movement to re-establish the theatre under endowment is afoot. While many people who have studied this question deeply doubt the wisdom of so set a form of play as a children's theatre, no one is yet ready to be dogmatic, and in the meantime, Miss Herts's book is interesting reading. Miss Herts tells how the New Yory Children's Theatre came to be, how it was conducted, the principles evolved, and the results appearing. A valuable addition to the book is found in excerpts from lectures delivered at the request of Miss Herts in exposition of the principles upon which the play work was founded. The series of six lectures included the following topics: The Activity of the Dramatic Instinct during adolescence and pre-adolescence, The Development of the Humanities through Character-playing, and The Drama in its relation to education. Doctors Percival Chubb, G. Stanley Hall, Franklin B. Sargent, James J. Walsh, Professor George Pierce Baker, and Mr. Percy MacKaye delivered the lectures.

MANUAL OF WRESTLING

By W. E. CANN and W. W. HASTINGS, Ph.D. Hygiene and Physical Education Press, Battle Creek, Mich., 1912. 12mo. 218 pages. Price, \$1.75

This recent publication is probably the best available today on the subject of wrestling as now conducted. It gives a brief historical sketch of the art, offers suggestions on diet, training and fundamentals, copies the rules of the various styles, and by description and photographs from life describes 158 positions, holds and breaks which are deserving of close study.

As a matter of convenience an index would have increased the value of the book, and had the writers kept in mind the emphasis of wrestling as an exercise rather than as a purely competitive sport, the text would have been of greater service to the uninitiated.

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RECREATION CONGRESS

Richmond, Virginia

May 6-10, 1913

No effort is being spared to make the Richmond Recreation Congress the strongest yet held. It is expected that for one week preceding the Congress—April 29-May 6—a School for Recreation Workers will be held—the attendance limited to sixty—preference being given in the following order:

1. Recreation Secretaries.
2. Recreation Supervisors.
3. Directors in charge of individual recreation centers.
4. Play Leaders.

